C:\Users\Tom and Angie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3N30MPO7\MCj04061480000[1].wmf**What to do with the kid who…SEEKS POWER?**

**●**keep cool

●isolate the student from the group/class; let him go to a private area to refocus

●diffuse the anger 🡪 “I see your point” “I know how you must feel”

●role play & reverse roles

●if you made a mistake, admit it & apologize

●encourage independent thinking

●conference with the student to evaluate the situation that led to the confrontation; determine

the source of the problem (family issues, personal problems, trouble with last class, etc.)

●write a contract to brainstorm alternative ideas he might try when he’s upset & wants to take

control

●give the student a leadership role & a chance to be a positive leader

●reinforce anything the student does that is positive; encourage his actions when he stays cool

●encourage the student to keep a journal for self-analysis so he can record what upset him,

process it, & reflect on the feelings he had, and redirect the behavior

**I-messages** help teachers let students know their behavior has a negative effect on the teacher without making students feel guilty. It contains the behavior, the effect, and the feeling the behavior gives.

**Student behavior I-message**

Chelsea shouts “This sucks!” when her I realize you must be upset. When I hear

graded journal entries are handed back. you challenge me (**behavior**) it makes me

“You can’t take off points for misspelling. feel frustrated (**feeling**) because the rest of

You didn’t tell us to use dictionaries!” the class becomes defensive without

explanation (**effect**).

Adam makes silly remarks that cause When someone tries to dominate the

laughter, distraction, and attention to lesson/class period with excessive off-task

fade from the lesson at hand. remarks (**behavior**) I feel offended (**feeling**)

because I spent hours creating a relevant &

interesting lesson that students are not able

to focus on (**effect**).